The French and Indian War settled the long struggle in North America between Britain and France. When it ended in 1763, after many years of fighting, Britain was the clear winner. British forces controlled the most important rivers, commanded the key forts, and held the best seaports. But Britain was broke. The war had left a national debt of 133 million pounds, and King George III wanted even more money to put new British “peacekeeping” forces in North America.

He decided that the American colonists should pay for their “defence.” Beginning in 1764, British authorities imposed taxes on tea, glass, lead, paints, paper, and other items. The idea backfired: It made many colonists rethink their relationship with Britain. Why were they being treated like children? Why should they be taxed if they had no votes in the British Parliament? Now that the French and Spanish were weak, and now that the colonists outnumbered the Indians nearly twenty to one, why did they need British soldiers to protect them? Hadn’t they cleared the wilderness, built their own homes, and organized their own cities? In short, they asked themselves, wasn’t this really their land to govern?

**Spinning for Liberty**

_The thirteen colonies acted together for the first time by vowing not to import goods from England until the hated taxes were dropped. Sadly, that meant no English tea in the afternoon. It also meant colonists now had to make all the goods they used to get from England._

On a chilly evening in 1766, seventeen girls and women rapped at the door of a large white house in Providence, Rhode Island. Each walked in with all the wool or yarn she could gather. They quickly sat down and began to spin and weave. They were there to protest the British taxes by making their own cloth so they wouldn't have to import it from England.

Whether they meant to or not, they started a movement. Word spread so fast that they had to move their second meeting to a courthouse. Soon there were “patriotic sewing circles” all over New England. Four hundred spinning wheels were built in Boston alone in 1769. One patriot boasted that “some towns have more looms than houses.” Soon fashionable Boston girls wouldn’t be seen in British brocades or anything fancy-looking at all. In 1768, the entire Harvard graduating class proudly got their diplomas in plain white
homespun. The students at Brown did the same the next year. Girls blazed away at their looms. They knew their strong nimble fingers were as important to liberty as the male fingers that would soon pull triggers. Charity Clark, fifteen, spun wool for “stockens” in her home in New York City. She wrote to her cousin in England, “Heroines may not distinguish themselves at the head of an Army, but freedom [will] also be won by a fighting army of amazones [women] . . . armed with spinning wheels.”

In 1771, a British military officer sent his twelve-year-old daughter, Anna, to Boston to get an education. Anna Green Winslow got an education, all right—just not the one her father intended. One uncle taught her the difference between Whigs (patriots) and Tories (British sympathizers). Another lectured her about politics and religion. But her aunt gave her the best lesson of all: She took Anna to a sewing circle and showed how she could help the cause of liberty.

The girls and women met at Anna’s church each morning. As the sunlight poured in and the minister stood before them reading from the Bible, each sat at a wheel spinning wool as fast as she could. Sometimes they sang together. They raced one another to see who could spin the most. During breaks they refreshed themselves with liberty tea, made from local herbs, instead of British India tea. Soon Anna began to boast of spinning feats in her diary. After a week she wrote, “Another ten knot skane of my yarn was reel’d off today.” A few days later, the girl whose diary had just weeks before been full of notes about parties and feathered hats wrote her own declaration of independence in a letter to her father: “As I am (as we say) a daughter of liberty I chuse to wear as much of our own manufactory as pocible.”

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Young ladies in town, and those that live round,
Let a friend at this season advise you:
Since money’s so scarce, and times growing worse
Strange things may soon hap and surprize you:
First then, throw aside your high top knots of pride
Wear none but your own country linnen:
Of Oeconomy boast, let your pride be the most
To show cloths of your own make and spinning.

—A popular song in Boston in 1767
How does the information in lines 1 through 6 relate to the information in lines 7 through 15? Use two details from the article to support your response.
MEASURES CCLS: RI.6.3:
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).

HOW THIS QUESTION MEASURES RI.6.3:
This question measures RI.6.3 by asking students to analyze how the events described in lines 1 through 6 relate to the decisions described in lines 7 through 15. Students who successfully answer this question demonstrate an understanding of cause and effect and how the British government’s need for funds led them to impose taxes on the colonies.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:
Responses receiving full credit include a well-supported analysis of the situation, including what caused the need for funds and what the eventual outcome was. Situations such as Britain’s war debt and their need for more money to fund “peacekeeping” forces in the colonies may be mentioned as causes for the taxes that King George III imposed on the colonies. As a result, the imposed taxes became a cause for the dissention that arose in the colonies. Evidence that may be cited is that Britain acquired a national debt of 133 million pounds funding the French and Indian War. Having secured the borders, they needed money to fund “peacekeeping” forces they planned to move to the colonies. Colonials wondered why they needed British forces to govern and protect them when they could do the job themselves.

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Where errors are present, they should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.6.3:
To help students succeed with questions assessing standard RI.6.3, instruction can focus on building students’ capacity to comprehend grade-level texts through activities and discussions that ask students to analyze how key events in a text are introduced, illustrated, and elaborated throughout the text.

See Short-Response (2-point) Holistic Rubric, suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.
How does the information in lines 1 through 6 relate to the information in lines 7 through 15? Use two details from the article to support your response.

The information in line 1 through 6 is the cause of what happened to the information in lines 7 through 15. For example, in the first set of lines, the British decided to put tax in essentials such as tea since they were broke during trades. As they thought it was a great idea, it backfired. In lines 7 through 15, the Americans was insulted in a way and decided to break off their relationships with the British government. Therefore, the relationship between lines 1 through 6 and 7 through 15 is cause and effect.

Score Point 2 (out of 2 points)
This response makes a valid inference from the text to explain how the information in lines 1 through 6 relates to the information in lines 7 through 15 (cause and effect). The response provides a sufficient number of concrete details from the text for support as required by the prompt (the British decided to put tax in essentials such as tea since they were broke and the Americans was insulted in a way and decided to break off their relationships with the British government). This response includes complete sentences where errors do not impact readability.
How does the information in lines 1 through 6 relate to the information in lines 7 through 15? Use two details from the article to support your response.

The information in lines 1 through 6 are the cause and the information in lines 7 through 15 are the effect. The war between the British and France made the Britains broke which made them put taxes on items. Colonists were upset with the taxes so they vowed to manufacture their own items. King George III wanted the money to protect the colonists but the colonists realized that they didn't need protection.

Score Point 2 (out of 2 points)
This response makes a valid inference from the text to explain how the information in lines 1 through 6 relates to the information in lines 7 through 15 (1 through 6 are the cause and the information in lines 7 through 15 are the effect). The response provides a sufficient number of concrete details from the text for support as required by the prompt (The war between the British and France made the Britains broke which made them put taxes on items and Colonists were upset with the taxes so they vowed to manufacture their own items). This response includes complete sentences where errors do not impact readability.
How does the information in lines 1 through 6 relate to the information in lines 7 through 15? Use two details from the article to support your response.

Lines 1-6 build up to the point in which the story talks about how people protested against England. The text includes facts about why people started to protest. Lines 7 through 15 discuss peoples’ thoughts about the protest. The story states that people felt as though they should control the land.

Score Point 1 (out of 2 points)
This response makes a valid inference from the text to explain how the information in lines 1 through 6 relates to the information in lines 7 through 15 (I-6 build up to the point in which the story talks about how people protested against England); however, the response only provides some information from the text for support as required by the prompt (The text includes facts about why people started to protest. Lines 7 through 15 discuss peoples’ thoughts about the protest). This response includes complete sentences where errors do not impact readability.
The line 1 through 6 relate to lines 7 through because they have to do with money. And also debt owing money British people. Also owing Taxes. And that the need to give the people a lot of money.

Score Point 1 (out of 2 points)
This response is a mostly literal recounting of details from the text as required by the prompt (they have to do with money. And also debt owing money British people. Also owing Taxes). While the response includes some information from the text, no valid inference and/or claim is present.
How does the information in lines 1 through 6 relate to the information in lines 7 through 15? Use two details from the article to support your response.

They relate because they are both talking about how one doesn’t have enough to do anything but the others have everything or more to get anything and everything they want because they won. That is how the information in lines 1 through 6 and information from lines 7 through 15.

Score Point 0 (out of 2 points)
This response does not address any of the requirements of the prompt (both talking about how one doesn’t have enough to do anything but the others have everything or more).
In lines 38 and 39, the author states, “Anna Green Winslow got an education, all right—just not the one her father intended.” Explain what the author means by this statement. Use two details from the article to support your response.
MEASURES CCLS: RI.6.4:
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

HOW THIS QUESTION MEASURES RI.6.4:
This question measures RI.6.4 by asking students to explain what the author means by a particular statement. Students who answer this question successfully demonstrate an ability to discern the figurative meaning implied in the author’s statement based on their understanding of the events in Anna Green Winslow’s life in America.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:
Responses receiving full credit will include well-supported inferences of the author’s statement based on the events in Anna Green Winslow’s life in America. These may include her extended family introducing her to controversial topics and her aunt introducing her to sewing circles designed to advance the cause of America’s liberty from England. Evidence that may be used in support of an inference will likely include one uncle teaching her the difference between Whigs and Tories and another uncle lecturing her about politics and religion. Responses may also cite how Winslow’s aunt introduced her to sewing circles that helped advance the cause of liberty by creating garments made in the colonies rather than buying garments made in England and paying high taxes.

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Where errors are present, they should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.6.4:
To help students succeed with questions assessing standard RI.6.4, instruction can focus on building students’ capacity to comprehend grade-level texts through activities and discussions that ask students to determine the meaning of unknown words and phrases, including connotative meanings, by searching for context clues within the text.

See Short-Response (2-point) Holistic Rubric, suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.
In lines 38 and 39, the author states, “Anna Green Winslow got an education, all right—just not the one her father intended.” Explain what the author means by this statement. Use two details from the article to support your response.

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The author means that Anna learned many things, but not the things her father wanted. He probably wanted Anna to learn “educational” things such as math, science, manners, and behavior. For instance, the article states that “one uncle taught her the difference between Whigs and Tories.” This shows she is learning about the revolution and protests. Additionally, the article tells that “She [Anna’s aunt] took Anna to a sewing circle and showed how she could help the cause of liberty.” This shows that Anna is helping the protesters. Consequently, the author meant that Anna learned many things, just not what her father had imagined.

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**Score Point 2 (out of 2 points)**

This response makes a valid inference from the text to explain what the author means by the statement, “Anna Green Winslow got an education, all right—just not the one her father intended” (*He probably wanted Anna to learn “educational” things such as math, science, manners, and behavior*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*one uncle taught her the difference between Whigs and Tories* and *She [Anna’s aunt] took Anna to a sewing circle and showed how she could help the cause of liberty*). The response includes complete sentences where errors do not impact readability.
In lines 38 and 39, the author states, “Anna Green Winslow got an education, all right—just not the one her father intended.” Explain what the author means by this statement. Use two details from the article to support your response.

The author means that Anna got educated about Liberty and working against Britain. Anna’s uncle taught her the difference between Whigs (patriots) and Tories (British sympathizers). Her aunt took Anna to a sewing circle and showed how she could help the cause of Liberty.

Score Point 2 (out of 2 points)
This response makes a valid inference from the text to explain what the author means by the statement, “Anna Green Winslow got an education, all right—just not the one her father intended” (Anna got educated about Liberty and working against Britain). The response provides a sufficient number of concrete details from the text for support as required by the prompt [Anna’s uncle taught her the difference between Whigs (patriots) and Tories (British sympathizers) and Her aunt took Anna to a sewing circle and showed how she could help the cause of Liberty]. The response includes complete sentences where errors do not impact readability.
In lines 38 and 39, the author states, “Anna Green Winslow got an education, all right—just not the one her father intended.” Explain what the author means by this statement. Use two details from the article to support your response.

The author means by that sentence that Anna Green Winslow got an education on something her father had not meant for her to have. For example, she had learned about sew circles and how to help the cause of liberty. Also, her father, a British military officer would not have wanted her to learn about those since those actions were protesting taxes the British authorities imposed. Therefore the author implies how Anna’s education was not one her father would have favored or asked for.” It was not the one her father intended.”

Score Point 1 (out of 2 points)
This response is a mostly literal recounting of details from the text (she had learned about sew circles and how to help the cause of liberty. Also, her father, a British military officer would not have wanted her to learn about those since those actions were protesting taxes the British authorities imposed). While the response provides details from the text, no valid inference and/or claim is present. This response includes complete sentences where errors do not impact readability.
In lines 38 and 39, the author states, “Anna Green Winslow got an education, all right—just not the one her father intended.” Explain what the author means by this statement. Use two details from the article to support your response.

What the author means by this statement is that one of Anna’s uncles taught her the difference between Whig (patriots) and Tories (British sympathizers). Another lecturer taught her about politics and religion. Her aunt took Anna to a sewing circle and showed her how she can help in cause of liberty.

Score Point 1 (out of 2 points)
This response is a mostly literal recounting of details from the text [one of Anna’s uncles taught her the difference between Whig (patriots) and Tories (British sympathizers) and Her aunt took Anna to a sewing circle and showed how she can help in cause of liberty]. While the response provides details from the text, no valid inference and/or claim is present. This response includes complete sentences where errors do not impact readability.
In lines 38 and 39, the author states, “Anna Green Winslow got an education, all right—just not the one her father intended.” Explain what the author means by this statement. Use two details from the article to support your response.

Score Point 0 (out of 2 points)
This response is totally inaccurate (One reason is because Anna Green Winslow got a education and she is a women).
## 2-Point Rubric—Short Response

<table>
<thead>
<tr>
<th>Score</th>
<th>Response Features</th>
</tr>
</thead>
</table>
| **2 Point** | The features of a 2-point response are  
• Valid inferences and/or claims from the text where required by the prompt  
• Evidence of analysis of the text where required by the prompt  
• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt  
• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt  
• Complete sentences where errors do not impact readability |
| **1 Point** | The features of a 1-point response are  
• A mostly literal recounting of events or details from the text as required by the prompt  
• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt  
• Incomplete sentences or bullets |
| **0 Point** | The features of a 0-point response are  
• A response that does not address any of the requirements of the prompt or is totally inaccurate  
• A response that is not written in English  
• A response that is unintelligible or indecipherable |

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).
# New York State Grade 6-8 Expository Writing Evaluation Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts</th>
<th>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection</th>
<th>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</th>
<th>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCLS</td>
<td>W.2 R.1–9</td>
<td>W.9 R.1–9</td>
<td>W.2 L.3 L.6</td>
<td>W.2 L.1 L.2</td>
</tr>
<tr>
<td>SCORE</td>
<td>4 Essays at this level:</td>
<td>3 Essays at this level:</td>
<td>2 Essays at this level:</td>
<td>1 Essays at this level:</td>
</tr>
<tr>
<td>• Clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose</td>
<td>• Demonstrate insightful analysis of the text(s)</td>
<td>• Partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</td>
<td>• Establish and maintain a formal style using precise language and domain-specific vocabulary</td>
<td>• Demonstrate grade-appropriate command of conventions, with few errors</td>
</tr>
<tr>
<td>• Clearly introduce a topic in a manner that follows from the task and purpose</td>
<td>• Demonstrate grade-appropriate analysis of the text(s)</td>
<td>• Use relevant evidence with inconsistency</td>
<td>• Provide a concluding statement or section that follows generally from the topic and information presented</td>
<td>• Demonstrate emerging command of conventions, with occasional errors that do not hinder comprehension</td>
</tr>
<tr>
<td>• Introduce a topic in a manner that does not logically follow from the task and purpose</td>
<td>• Demonstrate an attempt to develop the topic with relevant evidence, some of which may be irrelevant</td>
<td>• Exhibits some attempt at organizing, with inconsistent use of transitions</td>
<td>• Provide a concluding statement or section that is largely irrelevant to the topic and information presented</td>
<td>• Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</td>
</tr>
<tr>
<td>• Demonstrate a lack of evidence, with some lack of variety</td>
<td>• Exhibit clear organization, with the use of appropriate transitions to create a unified whole</td>
<td>• Establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</td>
<td>• Provide a concluding paragraph or section that follows generally from the topic and information presented</td>
<td>• Are minimal, making assessment of conventions unreliable</td>
</tr>
</tbody>
</table>

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the text(s), illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).